***Romeo & Julietymology*:**

**“How Language Changes”**

**Assertion:**

Students will ask, “Why is Shakespeare so hard to read and understand? Why do they talk that way? Why did the language change to the way that it is today?” Language changes in a random—yet logical—manner. As my classes study *Romeo & Juliet*, we will be discussing the changes that have occurred within the English language—when, why, and how those changes occur, as well as where the evolution of language may be taking us. As part of the preparation for this larger discussion, we will talk about how “pidgin” languages have developed on the fringes of larger lingual empires, just as slang develops on the fringes of society.

**Key Vocabulary:** Pidgin, Etymology, Connotation, Classical Bases

**Essential Question:** Why does English change over time?

**Activating Strategies:**

1. What words do you use that your parents didn't use when they were your age? Name a few words that are completely new words. List a few words that you think were in use, but are used differently now.
2. Discuss the words that the class has listed.

* Where did these new words/new uses come from?
* How do different situations dictate the appropriate use of "new" language?

**Lesson:** Introduce the idea of alternate forms of English (pidgin).

1. What is a pidgin language?
2. Watch pidgin videos. (Search teachertube.com for “pidgin” and “part”. All four parts will come up.)
3. Discuss how pidgin came about on Hawaiian islands.
4. Students will be put into groups to investigate the idea of pidgin English. Groups will be organized by research question.

* Which languages have pidgin forms?
* Where is pidgin English spoken?
* Who speaks pidgin English? (Which countries, cultures, populations, parts of society?)
* Why do pidgin languages develop? Why is it invented? Why is it spoken?
* When were most pidgin languages invented?

1. Groups will report, once sufficient time for research has passed.